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Our Newsletter Has a New Look!

Notice something different about our newsletter? After receiving much feedback from grantees, we have made some modifications to increase the value and usability of our newsletter for our readers. Please let us know how this new format is working!

What's New?

Annotated Bibliography of Research and Publications on Educator Compensation—Version II

The Center for Educator Compensation Reform (CECR) updated the annotated bibliography to provide Teacher Incentive Fund (TIF) grantees and other interested stakeholders with a list of even more citations for articles, books, and documents all related to the broad topic of educator compensation reform. This resource is organized by category and then alphabetically by author's last name, which allows the user to identify a particular subtopic of interest along with a selection of publications related to that subtopic. A few of the subtopics include the following:

- Compensation and teacher retention
- Measurement performance pay
- Differentiated pay
- Knowledge- and skill-based pay

Version II of the annotated bibliography is available in the CECR e-room and also was sent to TIF grantees by e-mail in early April.

Hot Off the Press

Performance-Pay for Teachers: Designing a System That Students Deserve—

Center for Teaching Quality, April 2007

<http://www.teacherleaders.org/teachersolutions/TSreport.pdf>

Merit-Based Rewards for Teachers Pushed on Hill—*The Washington Times*, April 2, 2007

<http://washingtontimes.com/national/20070401-111515-6027r.htm>

Pay Performance Deal OK'd—*Redding.com*, March 28, 2007

<http://www.redding.com/news/2007/mar/28/pay-performance-deal-okd/>

Fla. Senate Passes Replacement for Teacher Merit Pay Plan—*Naples Daily News*, March 21, 2007

http://www.naplesnews.com/news/2007/mar/21/senate_passes_replacement_flawed_teacher_merit_pay/?latest

Performance Pay Slated for City Principals—*Pittsburg Post-Gazette*, March 23, 2007

<http://www.post-gazette.com/pg/07082/771912-298.stm>

Grantee Spotlight

The South Carolina Teacher Incentive Fund (SCTIF) involves 3,649 teachers and principals throughout the life of the grant. This pilot is a partnership between the National Institute for Excellence in Teaching, the Teacher Advancement Program (TAP), and The Anderson Research Group. The SCTIF initiative is based on the South Carolina's TAP initiative that was first implemented in 2001.

What needs is SCTIF seeking to address?

SCTIF targets teachers and principals in six districts that are high poverty, high minority, and highly rural. The 23 schools within these districts serve a large percentage of students receiving free or reduced-price lunch; the percentage of teachers with a bachelor's degree is lower than the national average; and the staff turnover rate is higher than the state average.

What are the goals of SCTIF?

SCTIF seeks to provide financial incentives to teachers and principals that improve the achievement levels of their students, take on additional responsibilities, and teach hard-to-staff subjects in the initiative's high-poverty, low-income schools. Project-specific goals include the following:

1. Provide substantial bonuses for teachers and principals.
2. Increase teacher and principal efficacy in all TAP schools.
3. Improve student achievement at least one standard deviation above the non-TAP reference group.
4. Ensure that schools fill all teaching positions with highly qualified teachers and have a highly qualified applicant pool from which to choose.
5. Increase the number and percentage of schools and districts statewide that include some type of performance-based compensation in their personnel policies.
6. Create a system to perpetuate the performance-based compensation system after the initial grant concludes.
7. Identify the most cost-effective levels of compensation in terms of student gains.
8. Determine the impact of principal bonuses on recruitment and retention.

How much are the financial incentives, and how are they calculated for teachers and principals?

Actual amounts vary by district, but the initiative strives to provide a minimum incentive of \$2,000 to teachers and \$5,000 to principals. SCTIF uses the TAP model to calculate the financial incentives—40 percent of a teacher's incentive is based on valid student achievement indicators included in the classroom evaluation, and 60 percent is based on student achievement as measured by value-added growth. An additional incentive is provided to teachers in hard-to-staff subjects. For principals, 75 percent of their incentive is based on school value-added growth, 15 percent is based on implementation of the TAP program, and 10 percent is based on another principal evaluation instrument.

What are the strengths of SCTIF?

One of the greatest assets of SCTIF is the project design, which is the result of five years of continual adaptations to South Carolina's TAP initiative. The infrastructure and data capabilities are already in place and the staff is well equipped to handle the number of schools in the project.

For more information, contact SCTIF Project Director Jason A. Culbertson at jculbertson@talentedteachers.org.

Contact Us

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The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support the Teacher Incentive Fund (TIF) grantees with their implementation efforts through the provision of ongoing technical assistance and the development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through this newsletter, a Web-based clearinghouse, and other outreach activities. We look forward to an exciting partnership with the TIF grantees as we embark together on blazing a new path for education reform.

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